

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: New Underwood High School				Grades Served: 9-12			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
	X				X		

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Dr. Julie A Ertz, Supt
Dr. Rebecca Hale, JH/HS Principal
April Scott, HS English
Amanda Hepburn, JH/HS English
Emily Fisher, HS Math
Dave Schmidt, HS Math
Pam Lange, TIE consultant
Amy Huether, Community Member
Robin Albers, Parent

- b. Indicate the data sources that were analyzed as part of the district’s comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses:*

Student:

- *Dakota Character Surveys – perception data*
- *Student motivational surveys – perception data*
- *Dakota Step-grade 11 reading and math scores*
- *Dakota Step growth data from math and reading from 8th grade to 11th grade*
- *graduation rate*

Professional Practices:

The Dakota STEP was analyzed by all high school staff and administration and summarized by the SIG committee. The staff evaluated, brainstormed, and selected strategies that would be used to address the lowest two standards in reading and math,

based on the Dakota Step test of 2008-2009 school year. All standards will be addressed over the course of the next three years with the two lowest being addressed year one, then the three lowest in year two and then the two lowest in year three. The staff focuses on Marzano's instructional strategies which are research based. These are incorporated into daily lesson plans.

Programs and Structures: *Include an evaluation of current practices and programs as required in the third lens of data review.*

The staff currently reviewed testing data at the beginning and middle of the 2009-2010 school year. The high school started implementing the Teacher Assistance Team (TAT) for evaluating and finding ways to support our lower achieving students. Moreover, the staff received some professional development this year in regards to the various ways teachers can further develop communication with the families and instructional strategies to be utilized in the lesson presentation. Training was provided using Bloom's Taxonomy in analyzing test questions to look at the rigor in the classroom which is part of the 2025 initiative from the Department of Education. In addition, Cornell Notes and SMART board technology were expanded within classroom presentations.

Family and Community Data:

*Dakota Character Surveys – perception data

*Learning Service Data

The committee reviewed the Dakota Character Surveys from 2007-2008, 2008-2009, and 2009-2010 to determine the community and family participation and evaluation of the school. In addition, the leadership committee met with specific community representatives to identify specific areas of need within the community focused on service learning.

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following:*

- ***WHEN*** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission);

The School Improvement Grant committee, which includes an ESA representative who specializes in data review, reviewed the data from the 2008-2009 Dakota Step assessment for the 11th grade and growth data on March 3, 2010. First, we discussed the overall academic trends from 2005-2009, and we discovered that there was one year of significant progress out of the entire span of time. We then concentrated on the 2008-2009 school year to see which standards were the lowest in terms of achievement overall in both the reading and math areas. Results were then reviewed with the entire

high school staff on March 5, 2010. The SIG committee continued their comprehensive needs assessment on March 19, 2010 and reviewed with the entire staff again on March 29, 2010. The Dakota Character survey results and student motivational survey results were reviewed on March 19, 2010 and again on March 29, 2010.

- **WHO** was involved with the analysis of the data; and

Dave Schmidt (High School Math Teacher), Emily Fisher (High School Math Teacher), April Scott (High School English Teacher), Amanda Hepburn (High School English Teacher), Pam Lange (ESA 7/TIE Representative), Robin Albers (Parent Representative), Amy Huether, (Community Representative), Dr. Julie Ertz (Superintendent), and Dr. Rebecca Hale (JH/HS Principal) were the members involved with the analysis of the data used for completing the district's comprehensive needs assessment (CNA).

- **HOW** the comprehensive needs assessment was accomplished

The Dakota STEP data was broken down into categories for the committee to review. The committee identified the areas of strength and weakness in each area of math and reading. The teachers then explained the methods they used to teach those particular standards. During the data review the committee utilized data presented during the October district Data Retreat as well as additional data collected through March. Perception data was reviewed in three areas: student, staff and parent/community. These were compared with commonalities identified. The student motivational surveys were also reviewed with common strengths and weaknesses identified. The committee was presented with up-dated information to assist in determining the final needs for the SIG application.

- d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Based on the 2008-2009 high school Dakota Step data, two weak areas in reading were identified. The first was the student's ability to apply the elements of literature and text structures to interpret various genres. The second area of concern in reading is the students' ability to analyze and evaluate informational text. Two areas of weakness were also identified in the math area. The primary concern in math was the use of deductive and inductive reasoning with geometric figures. The second area of concern in math is the ability of students to transform algebraic expressions.

The main areas of weakness from the Dakota Character survey were the lack of autonomy that students felt they possessed in the decision making process and the parent involvement at school and home. In addition, the student motivational survey noted two areas of weakness which included lack of hands on activities and the level of boredom with classes.

- e. List the strengths and weaknesses for each school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Strengths:

- student autonomy has shown improvement from the previous year, but still an area of need;
- good infrastructure of technology with SMART boards available to teachers;
- students feel safe at school;
- students have a positive sense of belonging and community.

Weaknesses:

- use of procedures to transform algebraic expression in math;
- use of deductive and inductive reasoning to recognize and apply properties of geometric figures;
- students being able to access, analyze, synthesize, and evaluate informational texts;
- students being able to apply knowledge of text structures, literacy devices, and literary elements to develop interpretations and form responses;
- sense of autonomy in decision making;
- lack of integration in community service and academic learning;
- student sense of parent involvement at school and home.

The prioritized areas of need for the SIG funds are:

- technology development and collaborative training for curriculum integration;
- curriculum development to meet state standards with an emphasis on technology;
- development of formative and summative assessment protocols to measure student achievement;
- increase in project based learning, hands on activities, and differentiated instruction within the instructional presentation;
- job embedded professional development regarding subject specific pedagogy;
- instruction that increases deeper understanding of the community;
- increase rigor and relevance within the curriculum;
- continue to promote student autonomy in decision making.

- f. Provide the rationale the district used to determine which schools to serve with SIG funds and which schools not to serve. *Must address each Tier I and II school first, and then address each of the district's Tier III schools, if applicable.*

The New Underwood School District only has one school identified in this process as needing school improvement. Furthermore, we only have one high school in our district, and it is categorized as a Tier II school. Thus, the high school is the only school eligible to receive SIG funds.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

The New Underwood High School has selected the Transformation Model. Both staff and the Board of Education has committed to addressing student growth within the district, reward staff for increasing student achievement, utilizing research based instructional strategies that address student needs, provide job embedded professional development to support staff, integrate learning opportunities within the classroom and community service, and utilize data to drive decision making. The current professional development model that is integrated throughout the entire school calendar addresses this model well. As a smaller district, limited funding prohibits full development of the districts goals. The goal is to expand the outcomes through additional funding through this opportunity.

Current Resources:

- the high school principal to provide administrative oversight;
- professional development through established days for all staff via the school calendar;
- consultation with ESA 7 through TIE;
- limited financial support for training;
- limited financial support for tuition reimbursement;
- Black Hills State University higher education partnership.

The resources noted will continue to be utilized as much as possible. The plan is to expand the use of technology instruction which will include the purchasing of equipment, software, and training. We plan to explore job embedded opportunities with students through outside consultation with TIE and Black Hills State University staff. Students will have opportunities to engage in work related activities through local businesses and Rapid City area businesses through the senior projects. Opportunities have been limited because of funding resources. Outside consultants will be used to support the development of curriculum, the alignment of curriculum to state standards

and use student data to support instructional decisions with staff. Staff training and planning time will be increased throughout the school year and summer along with student instructional time.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

External providers will be recruited, screened, and selected that will best meet the needs of our district in providing professional support and development. Stakeholders for the selection of the external leadership team will include the SIG Leadership team and district Superintendent. These external providers will be selected based on their highly trained staff and their knowledge in researched based professional development models. Current providers may be considered because they are well trained in the components of state and federal school improvement requirements. Additional rationale for using these providers is the fact that New Underwood has experienced success with current professional development activities and has confidence in these professionals. District staff will participate in technical assistance provided by the DOE and its partner, North Central Comprehensive Center, to refine the district's process to recruit, screen, and select external providers.

Planning sessions will be scheduled with administration, staff, and the external providers to discuss needs of the staff. The planning sessions will include the four lenses data to ensure there is a comprehensive approach in identifying needs on an ongoing basis. A specific plan will be developed outlining the areas of need, training/support, and outcomes. This plan is currently under development and with SIG approval we will immediately be able to review and implement activities based on the funding received.

The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

X The Transformation Model

Section I.A.2(d)

(1) Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]

1. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]

- *When will the contract with the current principal end?*

The contract with the current principal will end June 3, 2010.

- *What criteria will be used in selecting a new principal?*

Specific criteria used to select a new principal included: leadership and management skills, teacher supervision, student discipline, curriculum development, experience, professional development, relationships, and self appraisal.

- *What is the process that will be used to select the new principal?*

A hiring committee was established to review applications and complete an interview process with selected candidates. Each candidate will complete an interview with the selection committee. Each committee member will complete the 33 questionnaire per candidate. The committee developed a scoring rubric that was used in the selection process. The questions were transferred and given a 1-4 score based upon the categories developed in the rubric.

- *Who will be involved in the decision making?*

The hiring committee will make the recommendation for the hiring of the high school principal. The New Underwood Board of Education will have the final approval of the contract.

- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

Our current High School Principal resigned her position in February of 2010. A committee was selected to serve on the hiring committee of a new principal. Members included administration (Business Manager and Superintendent), Administrative Secretary, two high school teacher representatives and two board member representatives. The position was advertised and closed on 3-5-10. Interviews were conducted the following week and a selection made on March 23, 2010. The new principal will be scheduled to begin in the fiscal year of July 1, 2010.

2. Describe how the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]

- *How will data on student growth be a significant factor in the evaluation system?*

We currently have a detailed summative evaluation process developed through the expertise of Dr. Ed Porthan. Components within the evaluation tool include effective planning, instructional presentation, time management, management of student

behavior, the monitoring of student performance and providing students with specific feedback, appropriate instruction, teacher professional responsibilities, and effective interpersonal relationships. It is the intention of the district to continue to utilize this tool. However, for the purposes of this grant we will work with an outside resource to help develop a monitoring system specific to the content outlined in the SIG grant. The monitoring tool will address specific standards for teaching as outlined by the state. The system will focus on student outcomes through the use of a rubric based measurement including set criteria for student growth, curriculum development/expansion, instructional strategies, and technology implementation. The tool will be developed by the leadership team and presented to the Superintendent and Board of Education by the September board meeting. This tool will be piloted for the duration of the grant period with the intent to adopt the developed components into board policy to be utilized for the K-12 system beginning in year four. The district will participate in technical assistance provided by the DOE and its partners to evaluate the present evaluation tool and revise the tool as necessary to meet the requirements of this grant.

- *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*

Student performance will continue to be measured based on the Dakota STEP test results for the 11th graders. Pre and post summative assessments will be used through AIMSWEB and the Achievement Series program in grades 9-12. Grades 9 and 10 will be given the SAT10 achievement test. Effectiveness of professional development practices targeting specific instructional strategies will be evaluated to determine impact on student achievement in the areas of reading and math through the monitoring system developed by an outside resource, as well as the current evaluation system.

Currently the high school graduation rate at New Underwood High School continues to meet the state established rate of 80 percent or greater. The staff will continue to monitor attendance so the high school will meet the amended DOE goal of 85%.

- *How will the district define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*

To define growth, students in grades 9-11 will take the achievement series test, aligned to state content standards in a pre (Sept) and post (May) setting to track progress. Each grade level will show growth in the both areas of math and reading.

Specifically: Grade 11: New Underwood High School will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP Math test in the spring of 2010 as defined by the AMO set by the State of South Dakota. Proficiency will rise from 29% in 2009 to 37% in 2010. New Underwood High School will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP Reading test in the spring of 2010 as defined by the AMO set by the State of South Dakota. Proficiency will increase from 34% in 2009 to 41% in 2010.

- *Are designed and developed with teacher and principal involvement;*

The principal and staff will be involved in determining the use of the evaluation system and the development of the monitoring during staff meetings and summer work time. Discussion of goals and outcomes as it relates to improving student achievement will be the focus and the input will be documented through meeting notes.

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*

The district chose to implement a school wide incentive plan to foster collaboration among staff and to meet our end goal of improving student achievement. Our district's plan was developed using the South Dakota Incentives Plus plan as a model. The incentive levels, as outlined in the budget, are to be awarded to the principal, all instructional staff, and para-professionals when the school demonstrates growth in student achievement as determined by our growth formula. Data sources for the growth factor will be determined using the annual Dakota STEP test. This will be addressed separately in the areas of math and reading. The amount allocated will be disbursed equally as growth is shown in math and reading. It is felt that the incentive pay will be an incentive for individuals to apply for positions within the district and retain them once they are hired. Following the grant period, the opportunity will be available to have moved up on the district salary schedule, which will assist in the retention of staff. Procedures will be developed that will require staff to work within the district one year for each year that tuition reimbursement payments are made towards a master's degree. If funds are expended and a staff member chooses to leave the district, funds will be reimbursed to the district.

- *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?;*

The staff is evaluated using our district evaluation tool. The tool provides scoring areas of unsatisfactory, needs improvement, proficient, and advanced. Teachers are required to identify effective instructional practices (Marzano) in their lesson plans and complete all parts of our lesson design template in their teaching methods. Staff members who struggle in being effective will work with administration collaboratively to brainstorm resources and professional development opportunities necessary for improvement. On the teacher performance appraisal, all staff will score at least at a proficient or advanced level. If they are marked unsatisfactory or needs improvement, the principal will work specifically with the individual to identify individual goals in the deficit area. Goals will focus on ways to address student achievement and timelines established for the principal and staff member to review progress. If progress is not noted within the designated timeframe, a specific plan of assistance will be developed for the staff member under the supervision of the principal. The Plan of Assistance would identify specific goals and expectations the staff member must meet. Should any staff member fail to show adequate progress, recommendation for non-renewal will be made following district policy. The Superintendent will take this recommendation to the New Underwood Board of Education, who has the final approval for non-renewal. The evaluation process will be reviewed through technical assistance provided to the district by the DOE and its partners. Revisions will be made as necessary based on recommendations of the review.

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*

The staff will be given the opportunity to attend national conferences, which will directly relate to their subject area. Leading experts in education will be invited to speak to the staff to promote project based learning and effective research-based instructional strategies to use within the instructional presentation of lessons. Service Learning Projects will be promoted and training provided for staff that will provide a deeper understanding of the community needs within our school district. Technology integration within the curriculum to increase student engagement will be promoted through the use of a technology integration specialist and additional technology training.

- *How will the district ensure that the professional development is aligned with the school's comprehensive instructional program?*

Professional development will be aligned with state and national standards, and the standards will be notated on lesson plans. Professional development activities will be generated from the needs assessment areas that specifically address the instructional program.

- *How will the district ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

The staff will choose the learning strategies which directly impact/support reading and math skills. Offering national conferences to the staff, in regards to the learning strategies they chose, will help implement school reform strategies. In addition, the core curriculum specialist and coaches will assist in facilitating effective teaching and learning with all staff.

- *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*

N/A as we are not a turnaround school.

3. Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.

The LEA chose to implement the following optional activities to develop teacher and school leader effectiveness:

1. National Conference attendance over three years
2. Master degree program funding
3. Miscellaneous workshop/training chosen by educators to develop effectiveness in their self-depicted areas of weakness or core content areas of math and/or reading
4. Trainings provided on project based learning, technology integration, service learning, and senior projects
5. Development of a new position for a core curriculum specialist, who will assist in providing instruction with interventions that address individual student and academic needs

- (2) Comprehensive instructional reform strategies.

4. Describe how an instructional program will be determined and designed.

What data will be used to identify the instructional program to be used? How will it be used?

Data to be used to identify the instructional program will include a correlation between student and staff surveys and results of the Dakota Step testing. The instructional

program will be built around the lower-achieving standards and aligned with staff knowledge and student interest/need.

- *How will the district ensure that the instructional program is research-based?*

The district will ensure that the instructional program is researched-based with on-going, continuous professional development at the school-level, state-wide workshops, and national conferences. We have reviewed information to date regarding the research behind specific instructional strategies and software programs to insure there is a research base.

- *How will vertical alignment from one grade to the next be determined and ensured?*

Vertical alignment will be determined by teachers in collaboration with their specific coach. The Mathematics and Reading coaches will meet with grade-level teachers to determine teaching practices and content to ensure that there is a smooth transition from class to class, year to year.

- *How will the district ensure alignment with State academic standards?*

Teacher lesson plans detailing daily material to be covered and their associated state academic content standard(s) will be submitted to district administrators on a weekly basis. Coaches will lead discussions/processes to ensure all staff understand the meaning of reading and math standards and can align lessons and activities implemented directly into the classroom.

5. Describe the process the district will use to promote the continuous use of student data.

- *Indicate the use of student data such as from formative, interim, and summative assessments*

Data will be drawn from formative assessments, interim assessments, and summative assessments. The Achievement Series, Dakota Step Test, and AIMSweb will be the primary assessment tools. Reading and Math coaches will assist staff in developing common assessments.

- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

The staff will commit to assessing the students on a quarterly basis during the year using the Achievement Series in the areas of math and reading. The data will be used to show areas of strength and weakness so that teachers differentiate their instruction. The staff

will also analyze data from the Dakota Step to determine the areas of weakness needing to be addressed in the instructional plan for the following school year. The AIMSweb will be completed on a pre and post basis at the beginning and end of the school year. It will provide data to be analyzed for each student throughout the school year, and Achievement series will provide data for new instruction or additional practices needed to individualize instruction throughout the year.

6. Describe any optional instructional reform strategy the LEA chooses to implement.

The high school plans to adopt the Department of Education's reform strategies of the High School 2025. The four R's of rigor, relevance, relationships and results will be the primary focus for all instruction. A main emphasis in the approach will be the use of project based learning. Reading and Math Labs will be established to assist in the implementation of project based learning activities. Software to be utilized includes an on line writing assessment (ets.org) and Carnegie learning (carnegielearning.com) which is a cognitive tutoring program that breaks down cognitive skills and addresses pedagogy with students learning by doing.

(3) Increasing learning time and creating community-oriented schools.

7. Describe how the district will increase learning time.

- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*

The district will utilize two Fridays each month to provide increased learning time for students from 8:00am to 11:30am. In addition, time will be allocated after school for tutorial assistance for students. Summer school options will be reviewed in May of each school year to determine if the need exists for students to receive extended learning time in order to complete academic requirements within their course of study. The high school staff will develop criteria for students recommended to participate in the increased learning time and share this with parents, students, District Administration and the Board of Education. Components of the extended learning time will be offered for any student interested as well.

- *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research)*

Currently our school day is from 7:55am – 3:40pm Monday through Thursday. We plan to develop a tutorial program from 3:45-4:15 Monday through Thursday for 30 minutes four days per week. On Fridays, we plan to add up to 3.5 hours twice per month for a total of 135 hrs per school year.

- *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

The additional learning time will be used for additional instruction in core subjects for those students who may be struggling with low academic achievement. Instruction will be directed towards the areas that students need to learn. The staff will also have enrichment activities available for the students to excel above and beyond what is traditionally required in the classroom. In addition, the staff will provide opportunities for students with ACT preparation.

- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

An after school tutorial program will be available for all students for thirty minutes daily four days per week. The time will be after school hours from 3:45-4:15 so any student would be available to participate in the learning time. Staff will be assigned to work directly with those students participating.

8. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*

The school reviewed the results of the Dakota Character Survey and the Student Motivation Survey to reveal the social-emotional needs of our students. In addition, the school counselor serves in the capacity of working with our students in this area. When this information is put together, it assists us in developing the community oriented services that are appropriate and useful. Socio-economic status, free and reduced lunches and those students at risk of meeting graduation requirements are monitored throughout the course of the year to determine what support systems are needed. Community oriented services such as local law enforcement, the Juvenile Services Center (JSC), the Department of Social Services, Behavior Management Services, probation officers, and local doctors share information with us concerning the welfare and needs of our students.

- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*

We offer comprehensive health services to our students through our school nurse. Our school PEP (Physical Education Program) Grant affords opportunities to students in the development of lifelong health and wellness through our school courses in PE/Health and Weight Lifting. Students have the opportunity to participate in school sports' programs that further develop and improve their physical fitness levels. Our school lunch and snack program offers the students meals that are nutritionally balanced and affordable. We work in conjunction with several local service providers for social services – CHIPS program to offer health services, Department of Social Services, Lions Club (eyeglasses for students), Juvenile Court System (students in JSC), probation officers, Community Health Nurse, Department of Social Services, Court Services, career awareness through collaboration with vocational and universities, independent providers (Behavior Management Systems), and the local law enforcement agency. We have two school support organizations – the PTO and the Booster Club that provide resources and materials to our students, such as scholarships, t-shirts for sports' activities, snacks for standardized testing days, school play opportunities (Missoula Children's Theater), suppers for sports' teams and visiting teams, and school signs. There are several other local agencies that provide scholarships for students. This is a close-knit community that supports our students.

- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

We have a school-community library that is open during the summer for community members to come in with their children and use the facilities. Books and reading materials are available, as well as access to computers and Internet. The school has check-out laptops that students may take home for use at night or on the weekends. There is a Learning Center Aide, that along with the classroom teachers, offer assistance for students who need it. In addition, the Learning Center Aide monitors students at risk, making up lists of assignments they need to turn in and sharing that information with parents through email. There is a summer school program that offers students the opportunity to pick up credits as a credit recovery program. The school counselor sets up a Financial Need Night for students and parents to investigate opportunities for scholarships or grants that are available to fund college costs. In addition, services are

provided through the SD Parent Resource Network and the Career Learning Center through Western Dakota Vocational Institute and the Black Hills Special Services Coop.

(4) Providing operational flexibility and sustained support.

9. Describe the operational flexibility that will be given to this school.

- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*

The school will be able to bring in reading, math, and technology coaches from the ESA to coach/mentor high school staff members in improving instructional practice. We would also like to provide a core curriculum specialist with an emphasis on supporting students in assignment completion, organizational skills, along with reading and math skills. Staff members will be able to pursue personal and professional goals through the pursuit of masters' degrees that are funded with a tuition reimbursement program. These opportunities in professional growth will yield knowledge and practice that is sustainable after the grant period is over. It will also improve the team effort and environment of the school and make staff members want to stay and be a part of the positive progress being shown. The scheduling of extended learning time on two Fridays a month and after school will offer opportunity for enrichment, remediation, and support for students seeking additional time and encouragement from staff members. Additional time for staff to plan and work together will be coordinated through Friday in-service days in Professional Learning Communities. Our focus will be on providing students opportunity to engage in real world problems through project based learning while incorporating the High School 2025 concepts of rigor, relevance, relationships, and results. One last area of staffing would include a technology person to assist in the wireless laptop labs and technical assistance needed for the infrastructure with the additional of equipment.

- *What changes in operational practices will be made?*

Operational practice for school improvement will be led by the leadership team of administration, staff, parents, and community members. Periodic review of how implemented practices are working will be assessed during the leadership team meetings and Friday in-service planning times with staff in Professional Learning Communities. Reports on progress will be shared with the school board at monthly meetings on a quarterly basis, and with the parents and community members through the school newsletter. Monthly inservices will change to incorporate time for the professional learning communities to meet and review progress and needs.

- *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

The improvement of instructional practice on the part of the teaching staff through ESA coaching/mentoring and the pursuit of advanced degrees will directly affect student achievement outcomes. The staff, as a whole, will develop a team effort through focus on student achievement, instruction, using teaching time effectively, and continually reviewing the connection between instruction and achievement in Professional Learning Communities. The core curriculum specialist will provide additional support for the reading and math personnel to assist students in areas of specific need. Graduation rates will continue to be met through improved instruction and making student learning relevant by incorporating the High School 2025 initiative. This initiative meets student needs through rigor, relevance, and relationships which equal results. This gives students a voice and choice through their personal learning plans, which are developed and reviewed throughout their high school career.

10. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.

- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*

Assistance will be provided by ESA 7, state universities through masters' programs, the South Dakota Department of Education, and the New Underwood Board of Education. The ESA 7 will provide the reading, math, and technology coaches/mentors for the high school staff in improving instruction. The masters' programs will be facilitated by state universities. The South Dakota Department of Education will provide information and assistance to the school district in fulfilling grant requirements and offering resources and assistance for improvement through their monitoring process. The New Underwood Board of Education will provide ongoing support as they review and assist the staff in meeting improvement goals and planning for long-term sustainment of effective instructional practice and programs.

- *What kind of support will be provided and how often?*

The coaches/mentors from the ESA will support the staff with 25 days of contact the first year of the grant, 20 days of contact the second year, and 10 days of contact the third year. The core curriculum specialist will be available on a daily basis with priorities give to math and reading classes in assisting students in assignment completion and understanding key concepts within the curriculum, focusing on areas of deficit. They will work cooperatively with each classroom teacher. The masters' program will be set up to offer ten credits of tuition reimbursement each of the three years of the project. The South Dakota Department of Education will review the student achievement/improvement of the New Underwood high school students on a yearly basis and will be available for assistance as needed. The New Underwood Board of

Education will receive a quarterly report on the status of the school improvement efforts in the high school and plan for school improvement grant support at their yearly retreat. The tech personnel will provide technical assistance for the two additional laptop labs in year one and getting hardware installed that can manage the additional equipment.

11. Describe any other optional strategies for providing operational flexibility and intensive support.

The high school staff will continue looking for additional strategies/opportunities during their Professional Learning Community groups. More involvement with the community and outside agencies will be pursued through Senior Projects, Capstone Projects, and Service Learning Projects. These programs explore and encourage school-community-business partnerships. The school district will continue to develop and explore opportunities for students through Learning Power (Advanced Placement Classes) for students and dual enrollment (dual credit) through such agencies as Western Dakota Vo-Tech and the West River Higher Education Center.

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.
- a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

Year 1: 2010-2011

- a. Within the first year the district will implement numerous interventions, beginning as early as the summer of 2010. These first year interventions are described as follows.
- i. Reading, math, and technology coaches will be contracted for 25 days to introduce additional strategies, tools, and techniques that are new to the district.
 - ii. The district will contract with experts in reading, math, and project based learning to provide additional innovative strategies for use in the classrooms
 - iii. Reading and math laptop labs will be purchased to provide more opportunities for technology-based learning. With the use of the additional equipment, technology staff will need to be increased by 2 days per week.
 - iv. Supplies for math, reading, and AIMS Web will be purchased to supplement the teaching strategies in these areas.

- v. Professional development opportunities will be available for the staff throughout the summer and school year, including the opportunity to attend National Conventions.
- vi. Training on project based learning will be provided.
- vii. The district will implement extended learning opportunities on Fridays and after school.
- viii. Provide incentive pay if the established goals have been met.

Year 2: 2011-2012

- b. During the second year the district will continue with the interventions already in place with the following changes and/or additions.
 - i. The reading, math, and technology coaches will be reduced to 20 days as the teachers begin to transition into leaders themselves.
 - ii. A One of the reading laptop labs will be utilized for the use of senior projects.
 - iii. The staff will utilize the skills learned in training from project based learning to help the junior class incorporate senior project skills into their English class.

Year 3: 2012-2012

- c. In year three, the quantity of support services will be decreased as the district begins to move towards sustainment. Previous interventions will be utilized in a slighter role.
 - i. The reading, math, and technology coaches will be contracted for 10 days to complete the mentoring process, transitioning the teachers into leaders.
 - ii. Supplies will be purchased to implement project based learning.
 - iii. The contracts with experts in reading, math, and project based learning will continue in a reduced role.
 - iv. All seniors will be required to complete a senior project.

- (5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- b. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

MATH

Based upon the 2009 DakotaSTEP data, our high school had 29% of the students at the proficient level and 71% at the basic level.

Goal: New Underwood will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the DakotaSTEP Math test in the spring of 2011 as defined by the AMO set by the State of South Dakota. Proficiency for math will rise from 29% in 2009 to 37% in 2010.

READING

Based upon the 2009 DakotaSTEP data, our high school had 5% of the students at the advanced level, 29% at the proficient level, 52% at the basic level, and 14% at the below basic level.

Goal: New Underwood will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the DakotaSTEP Reading test in the spring of 2011 as defined by the AMO set by the State of South Dakota. Proficiency in reading will increase from 34% in 2009 to 41% in 2010.

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

We are not serving any Tier III schools.

- (7) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

2-10-10: The Superintendent presented the school improvement models to the high school English and math teachers and High School Principal

2-15-10: The Superintendent presented the school improvement models to the Board of Education at a regular school board meeting.

2-22-10: The Superintendent met with all high school and elementary staff explaining the High School being identified as meeting criteria within our state for a persisting low achieving school.

A power point was presented along with information from the application form reviewing the four models and opportunity to submit a grant. The request from staff was to obtain 100% in order to move forward. The 100% support was obtained through a confidential written vote.

3-3-10: The SIG committee met to work on the presentation of suggestions for the transformational model.

3-5-10: The SIG committee presented to the entire staff an outline of the transformational model with ideas and suggestions to further develop.

3-8-10: The SIG committee presented to the Board of Education and public in a power point manner and open forum to obtain support for an intent to submit an application. The Board approved in a formal motion to submit the intention to apply.

3-11-10: The SIG committee prepared a packet of written information for the Board of Education that included: 1) School Application, 2) District Application, 3) Guideline Handbook for Grant, 4) Questions with answers following the 3-18-10 presentation, 5) Umbrella outline of Transformational Model, 6) Pre-lim Budget, and 7) Historical Data Review. This was mailed to each board member for review and preparation for the 3-15-10 meeting.

3-15-10: The SIG committee presented the transformational model in greater detail reviewing components of the application and model to the community and Board of Education.

3-19-10: The SIG committee met to break apart components of the application and develop specific components of the transformational model.

3-24-10: The SIG committee met to continue working on revisions of the application and further define components of the grant.

3-29-10: The SIG committee presented the outline and details to the high school staff for additional suggestions and revisions.

3-29-10: The SIG committee met to review input from the high school staff.

3-30-10: The SIG committee continued to edit and complete the application form.

3-31-10: 3-30-10: The SIG committee continued to edit and complete the application form.

4-2-10: Individual SIG members reviewed draft application form.

4-6-10: The SIG committee met to finalize information for the application process.

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Include a budget description for each year of the proposed 3 year project. Provide details

linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011

Personnel: Salaries; paid to certificated individuals and substitute staff.

Reading Coach for 25 days @ \$500 per day = \$12,500
Math Coach for 25 days @ \$500 per day = \$12,500
Technology Coach for 25 days @ \$500 per day = \$12,500
Stipend Pay for 2 Fridays per month - 3 staff @ \$ 75 per Friday
For 16 Fridays X 3 X \$75 = \$3,600
Stipend Pay for Leadership Team 3 days of summer work
4 people @ \$150 daily = \$1,800
Stipend Pay for Leadership Team for Planning 5 days
5 people @ \$100 daily = \$2,500
Stipend Pay for Staff for 3 days of summer work
18 people @ \$150 daily = \$8,100
Incentive Pay for Classified Staff 3 @ \$500 each in both
Math and Reading = \$3,000
Incentive Pay for Certified Staff 15 @ \$1,000 each in both
Math and Reading = \$30,000
Incentive Pay for High School Principal 1 @ \$2000 each in both
Math and Reading = \$4,000
Technology Network/Trainer @ .5 FTE (2 days per week) = \$23,000
Core Curriculum Specialist @ 1 FTE = \$30,000
Substitute Pay for Staff 25 days @ \$100 per day = \$2,500

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Stipend Pay for Fridays
\$3,600 X 13.65% (Social Security-Medicare) = \$491
Stipend Pay for Leadership Team
\$1800 X 13.65% (Social Security-Medicare) = \$245
Stipend Pay for Staff
\$8,100 X 13.65% (Social Security-Medicare) = \$1,105
Incentive Pay for Staff
\$37,000 X 13.65% (Social Security-Medicare) = \$5,050
Technology Network/Trainer

$\$23,000 \times 13.65\%$ (Social Security-Medicare) = \$3,140
.5 FTE Insurance = \$2,900
Core Curriculum Specialist @ 1 FTE
 $\$30,000 \times 13.65\%$ (Social Security-Medicare) = \$4,095
1 FTE Insurance = \$5,800
Substitute Pay for Staff 25 days
 $\$2,500 \times 13.65\%$ (Social Security-Medicare) = \$341

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

National Convention for 13 staff @ \$1,225 = \$15,925
Airfare Estimate = \$500
Lodging Estimate 3 days \$190 = \$570
Meals Estimate 3 days \$ 35 daily = \$105
Taxi/Shuttle Estimate = \$50

Professional Development Conferences for 10 staff @ \$300 = \$3,000
TIE Conference
Systems Change
State Content Conferences
Conferences focused on Instructional Strategies and Behavioral Interventions

Mileage Estimate = \$117 per person per event
Lodging Estimate = 1 night per conference \$150
Meals Estimate = \$21 per day @ 1.5 day = \$33

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Laptop computers (Dell) - 65 @ \$1,000 = \$65,000
Laptop Carts – 2 @ \$2,000 = \$4,000

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

AIMSWeb Licenses – 100 @ \$4.00 each = \$400
Literacy Books Library - \$4,000
Novel Book Sets = \$2,000
Manipulative Kits for Math - \$2,000
Software for Reading and Math Labs @ \$1,500 each = \$3,000

Misc Math and Reading Supplies @ \$500 each = \$1,000
Access points, switch box, misc wiring, band width = \$12,500

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Reading Consultant Contracted Service (National Level)– Provide professional development workshop during fall inservice - \$7,000

Math Consultant Contracted Service (National Level) – Provide professional development workshop during fall inservice - \$7,000

Consultants for Summer Training \$8,000
(Project Based Learning for all staff, technology integration for all staff, AIMSweb for leadership team, and Personal Learning Communities for leadership team)

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Tuition Reimbursement Fee for 12 high school staff to obtain their Master's Degree @ \$300 per credit hour for a maximum of 10 hrs annually = \$36,000
Registration Costs for National Conference @ 13 staff @ \$500 = \$6,500
Registration Costs for Conferences @ 10 staff @ \$300 = \$3,000

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

Based upon approved restricted indirect cost rate of 4.73% = \$12,558

Project Year 2: July 1, 2011 – June 30, 2012

Personnel: Salaries; paid to certificated individuals and substitute staff.

Reading Coach for 20 days @ \$500 per day = \$10,000
Math Coach for 20 days @ \$500 per day = \$10,000
Technology Coach for 20 days @ \$500 per day = \$10,000
Stipend Pay for 2 Fridays per month - 3 staff @ \$ 75 per Friday
For 16 Fridays X 3 X \$75 = \$3,600
Stipend Pay for Leadership Team 3 days of summer work

4 people @ \$150 daily = \$1800
Stipend Pay for Staff for 3 days of summer work
18 people \$ \$150 daily = \$8,100
Incentive Pay for Classified Staff 3 @ \$500 each in both
Math and Reading = \$3,000
Incentive Pay for Certified Staff 15 @ \$1,000 each in both
Math and Reading = \$30,000
Incentive Pay for High School Principal 1 @ \$2000 each in both
Math and Reading = \$4,000
Core Curriculum Specialist @ 1 FTE = \$32,000
Substitute Pay for Staff 25 days @ \$100 per day = \$2,500

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Stipend Pay for Fridays
\$3,600 X 13.65% (Social Security-Medicare) = \$491
Stipend Pay for Leadership Team
\$1800 X 13.65% (Social Security-Medicare) = \$245
Stipend Pay for Staff
\$8,100 X 13.65% (Social Security-Medicare) = \$1,105
Incentive Pay for Staff
\$37,000 X 13.65% (Social Security-Medicare) = \$5,050
Core Curriculum Specialist @ 1 FTE
\$32,000 X 13.65% (Social Security-Medicare) = \$4368
1 FTE Insurance = \$5,800
Substitute Pay for Staff 25 days
\$2,500 X 13.65% (Social Security-Medicare) = \$341

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

National Convention for 13 staff @ \$1,225 = \$15,925
Airfare Estimate = \$500
Lodging Estimate 3 days \$190 = \$570
Meals Estimate 3 days \$ 35 daily = \$105
Taxi/Shuttle Estimate = \$50

Professional Development Conferences for 10 staff @ \$300 = \$3,000
TIE Conference
Systems Change

State Content Conferences

Conferences focused on Instructional Strategies and Behavioral Interventions

Mileage Estimate = \$117 per person per event

Lodging Estimate = 1 night per conference \$150

Meals Estimate = \$21 per day @ 1.5 day = \$33

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

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Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

AIMSweb Licenses – 100 @ \$4.00 each = \$400

Literacy Books Library - \$2,000

Manipulative Kits for Math - \$1,000

Misc Math and Reading Supplies @ \$1,000 each = \$2,000

Supplies for Senior Projects - \$1,000

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Reading Consultant Contracted Service (National Level)– Provide professional development workshop during fall inservice - \$5,000

Math Consultant Contracted Service (National Level) – Provide professional development workshop during fall inservice - \$5,000

Consultants for Summer Training \$7,500
(Senior Projects and Instructional Presentation)

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Tuition Reimbursement Fee for 12 high school staff to obtain their Master's Degree @ \$300 per credit hour for a maximum of 10 hrs annually = \$36,000

Registration Costs for National Conference @ 13 staff @ \$500 = \$6,500

Registration Costs for Conferences @ 10 staff @ \$300 = \$3,000

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

Based upon approved restricted indirect cost rate of 4.73% = \$10,440

Project Year 3: July 1, 2012 – June 30, 2013

Personnel: Salaries; paid to certificated individuals and substitute staff.

Reading Coach for 10 days @ \$500 per day = \$5,000
Math Coach for 10 days @ \$500 per day = \$5,000
Technology Coach for 10 days @ \$500 per day = \$5,000
Stipend Pay for 2 Fridays per month - 3 staff @ \$ 75 per Friday
For 16 Fridays X 3 X \$75 = \$3,600
Stipend Pay for Leadership Team 3 days of summer work
4 people @ \$150 daily = \$1800
Stipend Pay for Staff for 3 days of summer work
18 people \$ \$150 daily = \$8,100
Incentive Pay for Classified Staff 3 @ \$500 each in both
Math and Reading = \$3,000
Incentive Pay for Certified Staff 15 @ \$1,000 each in both
Math and Reading = \$30,000
Incentive Pay for High School Principal 1 @ \$2000 each in both
Math and Reading = \$4,000
Stipends for 25 advisors (Senior Projects) for 25 students @ \$1,000 = \$25,000
Substitute Pay for Staff 25 days @ \$100 per day = \$2,500

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Stipend Pay for Fridays
\$3,600 X 13.65% (Social Security-Medicare) = \$491
Stipend Pay for Leadership Team
\$1800 X 13.65% (Social Security-Medicare) = \$245
Stipend Pay for Staff
\$8,100 X 13.65% (Social Security-Medicare) = \$1,105
Incentive Pay for Staff
\$37,000 X 13.65% (Social Security-Medicare) = \$5,050

Stipend Pay for Advisors

\$25,000 X 13.65% (Social Security-Medicare) = \$3,413

Substitute Pay for Staff 25 days

\$2,500 X 13.65% (Social Security-Medicare) = \$341

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

National Convention for 12 staff @ \$1,225 = \$14,700

Airfare Estimate = \$500

Lodging Estimate 3 days \$190 = \$570

Meals Estimate 3 days \$ 36 daily = \$105

Taxi/Shuttle Estimate = \$50

Professional Development Conferences for 10 staff @ \$300 = \$3,000

TIE Conference

Systems Change

State Content Conferences

Conferences focused on Instructional Strategies and Behavioral Interventions

Mileage Estimate = \$117 per person per event

Lodging Estimate = 1 night per conference \$150

Meals Estimate = \$26 per day @ 1.5 day = \$33

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

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Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

AIMSweb Licenses – 100 @ \$4.00 each = \$400

Literacy Books Library - \$3,000

Misc Math and Reading Supplies @ \$1,000 each = \$2,000

Supplies for Senior Projects - \$3,000

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase;

workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Reading Consultant Contracted Service (National Level)– Provide professional development workshop during fall inservice - \$4,000

Math Consultant Contracted Service (National Level) – Provide professional development workshop during fall inservice - \$4,000

Consultants for Summer Training \$7,500
(Assessments and continued Technology Integration)

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Tuition Reimbursement Fee for 12 high school staff to obtain their Master's Degree @ \$300 per credit hour for a maximum of 10 hrs annually = \$36,000
Registration Costs for National Conference @ 12 staff @ \$500 = \$6,000
Registration Costs for Conferences @ 10 staff @ \$300 = \$3,000

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

Based upon approved restricted indirect cost rate of 4.73% = \$8,998

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: New Underwood School District

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30/13 (c)	Project Total (f)
1. Personnel	\$12,500 Reading Coach \$12,500 Math Coach \$12,500 Tech Coach \$3,600 stipend pay for Fri Summer Stipend for Leadership Team 3 days for 4 people @ \$150 per day = \$1800 Stipend for Planning for Leadership Team 5 days for 5 people @ \$100 = \$2500 Summer PD Stipend for Staff for 3 days for 18 people @ \$150 = \$8,100 Incentive Pay For Classified 3 @ \$1000 = \$3,000 Incentive Pay for Certified 15 @ \$2,000 = \$30,000 Incentive Pay for Adm 1 @ \$4,000 = \$4,000 Tech Staff – 2 days per week @ \$23,000 Core Curriculum Spec @ \$30,000	\$10,000 Reading Coach \$10,000 Math Coach \$10,000 Tech Coach \$3,600 stipend pay for Fri Summer Stipend for Leadership Team 3 days for 4 people @ \$150 per day = \$1800 Summer PD Stipend for Staff for 3 days for 18 people @ \$150 = \$8,100 Incentive Pay For Classified 3 @ \$1000 = \$3,000 Incentive Pay for Certified 15 @ \$2,000 = \$30,000 Incentive Pay for Adm 1 @ \$4,000 = \$4,000 Core Curriculum Spec @ \$32,000 Sub Pay for 25 days @ \$100 per day = \$2,500 Total = \$115,000	\$5,000 Reading Coach \$5,000 Math Coach \$5,000 Tech Coach \$3,600 stipend pay for Fri Summer Stipend for Leadership Team 3 days for 4 people @ \$150 dy = \$1800 Summer PD Stipend for Staff for 3 days for 18 people @ \$150 = \$8,100 Incentive Pay For Classified 3 @ \$1000 = \$3,000 Incentive Pay for Certified 15 @ \$2,000 = \$30,000 Incentive Pay for Adm 1 @ \$4,000 = \$4,000 \$25,000 Stipends for 25 students for senior project advisors @ \$1000 each Sub Pay for 25 days @ \$100 per day = \$2,500 Total = \$93,000	\$354,000

	Sub Pay for 25 days @ \$100 per day = \$2,500 Total = \$146,000			
2. Employee Benefits	\$491 Fri stipends \$245 leader team stipends \$1105 Summer Staff Stipends \$5050 Incentive Pay \$6040 Tech Staff \$9,895 Core Curr Spec \$341 Substitutes Total = \$23,167	\$491 Fri stipends \$245 leader team stipends \$1105 Summer Staff Stipends \$5050 Incentive Pay \$10,168 Core Curr Spec \$341 Substitutes Total = \$17,400	\$491 Fri stipends \$245 leader team stipends \$1105 Summer Staff Stipends \$5050 Incentive Pay \$3413 Advisors \$341 Substitutes Total = \$10,645	\$51,212
3. Travel	Staff Attending National Convention twice in 2 yrs – 13 @ \$1,225 = \$15,925 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$18,925	Staff Attending National Convention twice in 2 yrs – 13 @ \$1,225 = \$15,925 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$18,925	Staff Attending National Convention twice in 2 yrs – 12 @ \$1,225 = \$14,700 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$17,700	\$55,550
4. Equipment	Reading Laptop Lab [use 25 in yr two for senior projects] \$45,000 Math Laptop Lab \$20,000 2 Laptop Carts @ \$2,000= \$4,000 Total = \$69,000	.00	.00	\$69,000
5. Supplies	AIMS Web \$400 Math Supplies \$4,000 Reading Supplies \$8,000 Access Points–switch box–misc wiring–band width = \$12,500 Total = \$24,900	AIMS Web \$400 Math Supplies \$2,000 Reading Supplies \$3,000 Senior Project Supp \$1,000 Total = \$6,400	AIMS Web \$400 Math Supplies \$1,000 Reading Supplies \$4,000 Senior Proj Supp \$3,000 Total = \$8,400	\$39,700
6. Contractual	Reading Experts \$7,000	Reading Experts \$5,000	Reading Experts \$4,000	\$55,000

	Math Experts \$7,000 Consultants-summer \$8,000 Total = \$22,000	Math Experts \$5,000 Consultants-summer \$7,500 Total = \$17,500	Math Experts \$4,000 Consultants-summer \$7,500 Total = \$15,500	
7. Professional Development	PD for Masters \$36,000 Registration Natl Conf for 13 staff @ \$500 = \$6,500 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$45,500	PD for Masters \$36,000 Registration Natl Conf for 13 staff @ \$500 = \$6,500 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$45,500	PD for Masters \$36,000 Registration Natl Conf for 12 staff @ \$500 = \$6,000 Misc Conf for 10 staff @ \$300 annually = \$3,000 Total = \$45,000	\$136,000
8. Total Direct Costs (line 1-7)	\$349,492	\$220,725	\$190,245	\$760,462
9. Indirect Costs*	\$13,267	\$10,440	\$8,998	\$32,705
10. Total Costs (lines 8-9)	\$362,759	\$231,165	\$199,243	\$793,167
*Use restricted indirect cost rate (same rate as regular Title I program)				

